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ASSIGNMENT BOOKLET
 SST1150 Social Studies 10-1
 Module 6 Assignment

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SOCIAL STUDIES 10-1

ASSIGNMENT BOOKLET

Learn  veryWare

Module 6: Taking Global Action

we explore

Social Studies 10-1
Module 6: Taking Global Action
Assignment Booklet
ISBN 978-0-7741-3076-9

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
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- Alberta Education, <http://www.education.gov.ab.ca>
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MODULE 6 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

Module 6: Section 1 Inquiry

Journal: Multiple Perspectives on Quality of Life in Canada

Go to the Social Studies 10-1 DVD, and read “Nation in Crisis.”

Write your responses to the following questions in your Journal or Blog.

1. What is your perspective of the quality of life you have in Canada?
2. What is the perspective shared by Chief Rose Laboucan and Chief Stanley Lagrelle?
3. To what extent is the disparity in quality of life related to globalization?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 1: Lesson 1: Get Focused**Photo Essay**

What is it like to be a child in a globalizing world? Create a photo essay. Use the information you researched about the global issues facing children and youth worldwide.

Select images and write captions that respond to the photo essay inquiry question. Assemble a minimum of twelve images and corresponding captions. Include a bibliography from your research and photo credits for the images you use.

Discuss with your teacher how to submit your photo essay.

**Scoring Criteria: Photo Essay
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Photo Essay	Images and captions are poorly organized and lack relevance to the inquiry.	Images and captions mostly reflect the criteria and relevance to the inquiry.	Images and captions clearly reflect the criteria and relevance to the inquiry.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Response to the Inquiry	Response lacks an informed background.	Response reflects a general background.	Response reflects a detailed and well-informed background.

Module 1: Section 1: Lesson 1: Explore 1

Discussion: Impact of Globalization

As a group, share main ideas from the assigned readings and discuss the following questions:

1. What impact does globalization have on migration, technology, agriculture, pandemics, and natural resources?

2. How do these changes affect the well-being of individuals and communities, especially children and youth?

This is a graded assignment. It will be scored according to the Discussion rubric found in the Appendix of the Student Module Booklet.

Well-Being Report Card

Select one region of the world. Create a report card on the well-being of children in this region based on the following implications:

- migration and home
- health and medicine
- environment and resources
- education access to technology
- labour
- freedom and equality
- individual and collective identities

Create a thirty-second video or video storyboard for the next International Children's Day of Broadcast, which is celebrated on the second Sunday of every December. Present the implications and the well-being report card in your video or storyboard.

Discuss with your teacher how to submit your response.

Scoring Criteria: Well-Being Report Card (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Video/Storyboard	Does not reflect the criteria for the assignment.	Reflects most of the criteria for the assignment.	Very well-organized, detailed, and engaging assignment.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Report Card	Limited analysis of the relationship between the implications and well-being.	Analysis reflects most of the typical impacts on well-being.	Analysis reflects detailed and thoughtful reflection on the impacts of selected implications on well-being.

Module 1: Section 1: Lesson 2: Get Focused**Opportunities**

What can you, your sister, your mother, and/or your grandmother do? What freedoms do these women have here in Canada? Place a check mark next to each freedom you identify.

Use your research notes to identify the freedoms given to women who are citizens of Saudi Arabia. What freedoms do these women have? Place a check mark next to each freedom you identify.

Provide evidence to support your choices.

Canada		Evidence	Saudi Arabia		Evidence
<input type="checkbox"/>	Drive a car		<input type="checkbox"/>	Drive a car	
<input type="checkbox"/>	Get a diploma or a degree		<input type="checkbox"/>	Get a diploma or a degree	
<input type="checkbox"/>	Choose her career		<input type="checkbox"/>	Choose her career	
<input type="checkbox"/>	Choose when she wants to marry and have children		<input type="checkbox"/>	Choose when she wants to marry and have children	
<input type="checkbox"/>	Choose where she wants to live		<input type="checkbox"/>	Choose where she wants to live	
<input type="checkbox"/>	Possess her own bank account		<input type="checkbox"/>	Possess her own bank account	
<input type="checkbox"/>	Make her own purchases		<input type="checkbox"/>	Make her own purchases	
<input type="checkbox"/>	Go somewhere without a chaperone		<input type="checkbox"/>	Go somewhere without a chaperone	

<input type="checkbox"/>	Choose her friends and partner		<input type="checkbox"/>	Choose her friends and partner	
<input type="checkbox"/>	Choose to get a tattoo or a piercing		<input type="checkbox"/>	Choose to get a tattoo or a piercing	

Journal: Opportunities

Write a journal or blog reflection about the opportunities for girls and women in a globalizing world. Should globalization guarantee basic rights and freedoms for all girls and women? How?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 1: Lesson 2: Explore 1

Women and Globalization

This is the graded activity for Explore 1.

In Beijing in 1995 the United Nations created a conference on the status of women in the world. This conference identified key goals in a platform for action. You can view the goals on the Division for the Advancement of Women website.

You have been asked to create a briefing report for the student delegate to the Beijing +15 Conference scheduled for 2010. This conference will gather students together to assess the progress of the 1995 Beijing Declaration on women.

Research the degree of opportunities for quality of life, labour, and entrepreneurship in one of these four countries: Japan, China, Pakistan, or Zambia.

Your briefing report should focus on women in the country you selected and the three areas for progress. Conclude your report with an assessment of the degree of opportunities in a globalizing world that women in this country possess.

WomenWatch is a website hosted by the United Nations Inter-Agency Network on Women and Gender Equality. You will find many links about critical areas of concern, such as women and poverty, under "Topics." Videos and audio clips are available under "Documents and Publications" and "New Websites and Online Video." There are links to additional resources under "Quick Links and Features." Each regional field office offers information specific to women of the region. Click on "UN Entities" and then "Regional Information" to find out more.

Globalization101.org created "Women and Globalization." It provides background on the participation and representation of women in a globalizing world.

There is more room for your response on the following page.

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Scoring Criteria: Women and Globalization
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Report	Report is limited in organization and clarity.	Ideas are organized and support the inquiry.	Ideas are very organized, specific, and reflect an informed position.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Analysis and Conclusion	Analysis and conclusion are absent or lack an informed position.	Analysis and conclusion are evident and generally support an informed position.	Analysis and conclusion clearly support an informed position and thoughtful reflection of the relationship between globalization and opportunities and challenges.

Report
Journal: Women and Globalization

In your opinion, despite current challenges in accessing the benefits of globalization, can globalization realistically improve the lives of women? Explain.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

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Module 1: Section 1: Lesson 3: Get Focused**Globalization, Democracy, and Human Rights**

This is the graded activity for Get Focused.

Create a chart ranking the degree of globalization, democracy, and respect for human rights. Economist.com provides a democracy index that ranks the most to least democratic countries in the world for 2006. FreedomHouse.org provides comparative scores on how much freedom exists in countries of the world. You can find relevant information in the “Freedom of the World” tables and graphs. Amnesty International provides the status of human rights by country on its website. NationMaster.com lists countries based on their gross national income.

1. Research information about the rankings (most, some, least) of the following countries in the areas of gross national income, human rights, freedom, and democracy.
 - Canada
 - United States
 - France
 - Germany
 - Britain
 - Italy
 - Japan
 - Russia
 - China
2. How does each one of the nine countries rank in the four areas? On the next page, create a chart displaying this information.

[illegible]

Module 6: Section 1: Lesson 3: Explore 1**The Status of Human Rights in a Globalizing World**

This is the graded activity for Explore 1.

Use information from your readings and Internet research to prepare a declaration to open a session of the Youth Committee for the Office of the High Commissioner for Human Rights. Your declaration should respond to the following inquiry question: What is the status of human rights in a globalizing world? Conclude with a statement on what direction the Youth Committee should take on human rights.

You may choose the medium for this declaration (audio, video, or text). Discuss with your teacher how to submit your response.

**Scoring Criteria: The Status of Human Rights in a Globalizing World
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Declaration	Declaration is incomplete or simplistic.	Declaration mostly reflects the assigned criteria.	Declaration reflects the assigned criteria well.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Content	Declaration is limited and lacks an informed position on the status of human rights.	Declaration supports an informed position on the status of human rights.	Declaration is detailed and reflects a well-informed position on the status of human rights.

Module 5: Section 1: Lesson 3: Explore 2**Globalization and Democracy**

This is the graded activity for Explore 2.

What is your position on globalization, democracy, and human rights? Together with your partner, brainstorm ideas and then create a graphic organizer illustrating your position. Work through the following steps:

Step 1: Brainstorm the relationship between globalization, democracy, and human rights.

1. a. Identify the conditions necessary for democracy and human rights (for example, free elections, transparency, and guaranteed rights of citizens).

- b. Categorize each condition as either potentially challenged by globalization or potentially enhanced by globalization. Write a statement justifying each decision.

2. a. Identify the conditions necessary for globalization.

- b. Categorize each condition as either democracy is necessary or democracy is optional. Write a statement justifying each decision.

Step 2: Take a position on the relationship between globalization, democracy, and human rights. Create a graphic organizer that illustrates your position on the relationship. Does it demonstrate a mutual relationship, a relationship dominated by globalization, and/or a relationship that requires the presence of all three to work?

Scoring Criteria: Globalization and Democracy (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Graphic Organizer	Organizer is unorganized or simplistic.	Organizer is organized and clear.	Organizer is organized, detailed, and illustrates creative understandings of the relationship.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Ideas	Ideas are limited or are not relevant to the inquiry.	Ideas support the inquiry in a logical manner.	Ideas support detailed and thoughtful consideration of the potential relationships.

Journal: Globalization and Democracy

Does globalization require democratic rules and principles?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

There is more room for your response on the following page.

Module 6: Section 1: Section 1 Challenge

How Rich Is Your Quality of Life?

This is the graded activity for the section challenge.

Create a presentation in response to the following inquiry: If this were my life...

Would your quality of life differ if you had a different identity or a different land to call your home?

Consider what alternative quality of life you might have instead of the one you have now. Select a region of the world different from your own. It may be a region identified as north, south, developed, developing, or less developed.

There are diverse perspectives on whether you have a rich or poor quality of life in comparison to that of another individual. It is a challenge to put yourself completely in the shoes of another without having lived his or her life experience. The purpose of this activity is to develop an awareness of the aspects of quality of life that are geographically, politically, and culturally tied to a specific region.

Carefully reflect on the differences in quality of life. Avoid assuming what you believe you would say or think. Base your descriptions on an informed background.

Create your presentation using digital technologies or through art, music, or storytelling. Describe the life you would have as one of the citizens of your selected region in text, oral story, and/or images. Do research to support the representation.

Your presentation must include the following:

- a description of your living situation (developed, developing, or less developed)
- a description of the education, health, housing, nutrition, labour, and rights issues you would face
- a description of the opportunities and challenges you would face in the community in which you live (for example, economic, social, political)
- your conclusion about the richness of your quality of life based on the opportunities and challenges you would have

Discuss with your teacher how to submit your presentation.

Scoring Criteria: How Rich Is Your Quality of Life?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Presentation	Presentation is undeveloped and fails to meet all of the assigned criteria.	Presentation reflects most of the assigned criteria.	Presentation reflects effort, creativity, and all of the assigned criteria.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Conclusion About Quality of Life	Conclusion is unsupported.	Conclusion reflects research of life in the region.	Conclusion demonstrates an informed understanding of multiple perspectives on quality of life.

Module 6: Section 2 Inquiry

Discussion: Important Global Issues for Citizens

This is a graded activity for the Inquiry into the Issue.

Use communication tools recommended by your teacher or face-to-face meetings to form a discussion group.

In your group, discuss the following questions:

1. What are two global issues that these citizens have identified as important?

2. What are two key reasons that motivate these citizens to take action?

3. What are two key actions that each citizen has taken?

4. Examine their actions. Are they in response to opportunities or challenges of globalization?

5. What are some possible impacts or observable results of these actions?

6. Which individual's response most reflects your ideal of citizenship in a globalizing world?

This is a graded assignment. It will be scored according to the Discussion rubric found in the Appendix of the Student Module Booklet.

Journal: Global Citizen

Write your own response to the final discussion question: Which individual's response most reflects your ideal of citizenship in a globalizing world?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 6: Section 2: Lesson 1: Get Focused

Responding to Global Events

This is the graded activity for Get Focused.

Select three current global events from the digital or print archives of a newspaper that occurred in the last six months. What happened? Where did it happen? What can you do from where you live? How will you respond to the appeal for international aid?

Create your response to one of the global events and communicate how you can help to a non-governmental organization. Your response can be in the form of an e-mail, letter, or voice message. Explain how you will help and what importance this global event has for you.

[illegible]

Scoring Criteria: Responding to Global Events
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Response	Response is not relevant to the issue.	Response is relevant to the issue.	Response is realistic and relevant to the issue.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Suggested Actions	Suggested actions are not relevant to the issue.	Suggested actions reflect typical actions in response to global events.	Suggested actions reflect creative actions in response to global events.

Module 6: Section 2: Lesson 1: Explore 1

Discussion: Civic Responsibilities

This is a graded activity for Explore 1.

Use communication tools recommended by your teacher or face-to-face meetings to form a discussion group.

1. Discuss the list in your first reading. Individually, rank the top five civic responsibilities; then, rank them as a group.
-

2. From the second reading, identify the key value that global citizens should be responsible for maintaining. Which are morally imperative (which value is considered of such importance that it is critical to take action) and which are legislated by the laws of society?

This is a graded assignment. It will be scored according to the Discussion rubric found in the Appendix of the Student Module Booklet.

Journal: Civic Responsibilities

This is a graded activity for Explore 1.

Reflect on your readings and discussion. Complete the following statement:

As a global citizen, I am responsible to _____ and for _____.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

Module 6: Section 2: Lesson 1: Explore 2

A Good Global Citizen

This is the graded activity for Explore 2.

Based on your readings, write a job description for an individual, an organization, a business/corporation, or a government. What values, attitudes, and actions do you expect of a global citizen?

There is more room for your response on the following page.

Scoring Criteria: A Good Global Citizen
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Job Description	Description is incomplete or simplistic.	Description is clear and logical.	Description is detailed and demonstrates careful reflection.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Ideas	Ideas are limited and do not reflect an informed position.	Ideas are clear and present a logical description.	Ideas are detailed, clear, and reflect complex understandings of global citizenship well.

Module 6: Section 2: Lesson 2: Get Focused

Discussion: Global Poverty

This is a graded activity for the Get Focused.

Use communication tools recommended by your teacher or face-to-face meetings to form a discussion group.

As a group, share main ideas from the Internet activity and discuss the following questions:

1. What did this international campaign establish as goals?

2. What did citizens around the world do?

3. What did countries do?

4. What has happened to global poverty since 2005?

This is a graded assignment. It will be scored according to the Discussion rubric found in the Appendix of the Student Module Booklet.

Journal: Make Poverty History

To make poverty history, what could you do? Raising your voice, donating money, and changing your behaviour are three possible responses. Which would you choose in response to the global call to make poverty history? How effective would your response choice be? Explain.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 6: Section 2: Lesson 2: Explore 1**Have We Made a Difference?**

Steps 1 to 4 of this activity are in the Student Module Booklet. This is the graded activity for Explore 1.

Step 5: Report on the feasibility, impact, and effectiveness of the group's global action.

Step 6: Present recommendations. Is it worthwhile to continue?

Present your recommendation in text, audio, or video format. Base your recommendation on your research. Use the information you gathered in Steps 1 to 3. Justify your recommendation according to the criteria you applied to your evaluation of the organization's response.

Discuss with your teacher how to submit your response.

Scoring Criteria: Have We Made a Difference?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Research	Research is limited or lacking.	Research addresses most of the inquiry.	Research is detailed and reflects a depth of understandings on the global issue and multiple perspectives.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Evaluation	Evaluation is limited and fails to reflect understandings of the global response and global issues.	Evaluation is clear and reflects understandings of the global response and global issues.	Evaluation is detailed and reflects complex understandings of the global response and global issues.

Module 6: Section 2: Lesson 3: Get Focused**Global Footprint**

This is the graded activity for Get Focused.

Your global or ecological footprint is an assessment of how much of the Earth's resource is consumed in comparison to the Earth's ability to renew or maintain available supplies of the resource.

Trace your own global footprint if you decided today to no longer purchase and consume bottled water. How much would you reduce in the consumption of bottled water and the energy necessary to produce it? How much would you contribute to maintaining future supplies of resources? In a medium of your choice (digital, art, music, or text), illustrate or describe your global footprint on the relationship between bottled water and environmental sustainability. Include your response to this question: What difference did you make?

Discuss with your teacher how to submit your response.

Scoring Criteria: Global Footprint
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Illustration or Description	Incomplete or simplistic.	Complete and meets most of the criteria of the assignment.	Very detailed and much effort is evident.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Analysis	Provides limited understanding of the relationship between decision, action, and environmental sustainability.	Provides a basic understanding of the relationship between decision, action, and environmental sustainability.	Provides a detailed and thoughtful understanding of the relationship between decision, action, and environmental sustainability.

Module 6: Section 2: Lesson 3: Explore 1

Journal: Waiting or Delayed?

This is a graded activity for Explore 1.

To what extent is it reasonable to ask individuals to respond to the delayed actions as displayed by *The Story of the Future*?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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What Can I Do?

This is a graded activity for Explore 1.

As a group, brainstorm how individuals can respond to changing the current educational situation of thirty million children. Identify three actions you would most likely take.

Create a brochure (print or electronic) that invites individuals to take on one of these actions as an individual response.

Develop criteria to guide the creation of your brochure. Consider how it will engage citizenship participation, how it will respond to the global issue on education, and how it will be perceived as realistic and feasible for people of your age group.

Discuss with your teacher how to submit your response.

Scoring Criteria: What Can I Do? (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Brochure	Brochure is incomplete or simplistic.	Brochure is organized and clear.	Brochure is organized, clear, and engaging.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Ideas	Ideas are limited or not relevant to the inquiry.	Presents clear and logical ideas.	Presents clear, logical, realistic, and innovative ideas.

Journal: What Did I Do?

Predict two observable and immediate results if you were to engage in the action suggested in your brochure.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

Module 6: Section 2 Challenge

Discussion: Ten Effective Actions

This is a graded activity for the section challenge.

Use communication tools recommended by your teacher or face-to-face meetings to form a discussion group. You may wish to make discussion notes in your Notebook.

Discuss and select the top ten most effective actions to respond to the researched issue. Use the following criteria to guide your discussion:

- has the greatest impact on improving the quality of life or protecting human rights
- includes respect for cultural traditions
- is efficient
- has a long-term impact

This is a graded assignment. It will be scored according to the Discussion rubric found in the Appendix of the Student Module Booklet.

Taking Responsible Action

This is the second graded activity for the challenge.

Continue to work as a group to create a plan of action.

1. Rate each of the ten actions identified in your discussion. Assign R, E, or F to each action. Note that an action may have one or more of the following characteristics:
 - **R** – Realistic (can be accomplished with reasonable effort)
 - **E** – Effective (has a likely chance of making a noticeable difference in improving the quality of life for someone in another part of the world)
 - **F** – Financially Feasible
2. Select the top three actions you rated as having two or more of the R–E–F characteristics.
3. Prepare a plan of action.
 - Describe the top three actions.
 - Determine and create a timeline for implementation and completion.
 - List and describe one indicator for each action that measures when the action is complete and which result you expect.
4. Share your plan of action with your classmates. You may choose to present your plan of action as a text document, slide show, or video. Use communication tools or face-to-face meetings.

**Scoring Criteria: Taking Responsible Action
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Plan	Plan is limited and/or vague.	Plan reflects most of the assigned criteria.	Plan is detailed and reflects careful thought and planning.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Actions	Actions neither plausible nor relevant to the issue.	Actions plausible but not unique.	Actions plausible and reflect creative thinking.

Journal: Plans of Action

Similarities and differences—Write a reflection on the shared plans of action. What action did most plans have in common? Which action, not in your own plan, did you find engaging and would interest you to try it?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 6: Challenge to Take Action: Taking Action on Global Citizenship**Informing Yourself**

This is a graded activity for the challenge.

Lead your group to create and present an awareness session for your school or your community.

Choose a form of digital technology (for example, digital photo album, video clips, or podcasts) or one recommended by your teacher.

Engaging Yourself

This is a graded activity for the challenge.

Record the progress of your group's work. Choose a form of digital technology (for example, digital photo album, video clips, or podcasts) or one recommended by your teacher.

Taking Action

This is a graded activity for the challenge.

Continue to work as a group. Collaborate to create an action that responds to the issue. Your action must meet the following criteria:

- Does the action respond effectively and meaningfully to the issue and the people affected?
- Does the action allow participation from young people in your school or community?
- Does the action raise awareness and call on people to take action?
- Has your group planned the logistics of how and when this action will take place?
- Have you acquired the permission of your school or community to plan and carry out this action?
- In what media will you promote and carry out this action?

**Scoring Criteria: Taking Action on Global Citizenship
(10 marks)**

	Limited Action (2)	Sufficient Action (6)	Exemplary Action (10)
Exploration and Participation	<p>Demonstrates limited or no interest in the issues related to global citizenship.</p> <p>Displays little or no understandings gained in the issues related to global citizenship.</p> <p>Provides limited or no action in the issues related to global citizenship.</p>	<p>Demonstrates some interest in the issues related to global citizenship.</p> <p>Displays some understandings gained in the issues related to global citizenship.</p> <p>Provides visible action in the issues related to global citizenship.</p>	<p>Demonstrates a motivated interest in the issues related to global citizenship.</p> <p>Displays deep understandings gained in the issues related to global citizenship.</p> <p>Provides innovative action in the issues related to global citizenship.</p>

